

Oldswinford Church of England Primary School

'Believe, achieve and shine brighter together'



Homework Policy

***Approved by the Governing Body:
September 2022***

Review: September 2025

Signed: Chair of Governors

SECTION ONE

Context

Oldswinford Church of England Primary School (OCEPS) is a voluntary controlled primary school within the diocese of Worcester. We are a much larger than average primary school averaging 420 pupils on roll. Children from Reception to Year 6 are taught in two classes in each year group. OCEPS is a popular school which is consistently over-subscribed.

"The pupils are polite, courteous, confident, articulate and keen to do their best. Children feel safe in school, and have great confidence in their teachers and other adults in school to help with any problems they have." Ofsted January 2018.

Vision, Values & Ethos

We fully embrace our distinctive church school ethos and wholeheartedly promote the whole child and the fullness of life, as set out in our ethos, vision and values:

'Believe, achieve and shine brighter together'

At Oldswinford Church of England Primary School we believe that there is a light which shines within each of us – a light that has been given to us by God, which we should use to help us achieve great things.

We believe it is our job to help that light to shine in all that we do and all that we try to do.

Believe

'Everything is possible for one who believes'

Mark 9:23

As a Church of England school we offer all children an invitation into the Christian faith, a chance for them to develop spiritually as well as intellectually, socially and morally. We want children to believe in their own abilities, to persevere when things are tough and we encourage them to aim high and follow their dreams. We want them to have the confidence to stand up to injustices and to make wise choices.

Achieve

'Whatever you do, work at it with all your heart' Colossians 3:23

We have high aspirations for all our learners and believe that every child should have the chance to reach their potential. We recognise that achievements come in many guises and we look to celebrate each child's individual talents. We want to ensure our children are prepared for the next steps in their learning journey and they have all the skills they need to flourish and be happy.

Shine brighter together

'Let your light shine for others, so they may see your good works'

Matthew 5:16

We believe that we all belong to one big family and each of us has a special part to play. We understand the need for our children to be responsible citizens especially when caring about our world and the people around us. As individuals we are unique and special but together, with God, we can be exceptional.

Our vision and 7 key Christian values of love, respect, trust, courage, forgiveness, generosity and joy enable us to 'believe, achieve and shine brighter together'.

Principles

At Oldswinford Church of England Primary School, we view homework not just as written tasks set by teachers; but as any of the vast opportunities children can experience when outside of school. From creative projects, to cultural visits or even 'talk time' around the kitchen table; we believe that most importantly, any of these opportunities provide an occasion for focussed quality time between adults and children. It has been stated in research as published by the EEF (Education Endowment Foundation) that formal written homework at primary school has little impact on a child's ability. Therefore, we would much rather the children develop their whole-self rather than just their English and Maths skills. Throughout the school, homework remains very low key but what is set is expected to be completed. As the children move into Years 5 and 6, homework is given a more formal emphasis as children prepare for the demands of secondary school.

Policy Aims

- To ensure a consistent approach to homework throughout the school
- To ensure that teachers, parents and children have a clear understanding regarding expectations for homework
- To ensure that teachers, parents and children are fully aware of the role they play regarding homework

Role of the School

- To provide parents with a clear policy regarding homework
- To ensure this policy is fully and consistently followed
- To provide support for parents with information about homework

Role of Teachers

- To plan and set a consistent programme of homework that is appropriate to the needs of the children.
- To ensure all children understand the homework they have been given and to understand the expectations for completing it.
- To give appropriate feedback about homework
- To be available to talk to parents and children about homework
- To inform parents if there are issues regarding their child's homework
- To ensure the children in their year group are receiving consistent homework expectations

Role of Pupils

- To ensure they have everything they need to complete homework each week
- To make sure they understand the tasks that have been set and to speak to an adult if they don't understand
- To put in the same level of effort and presentation as would be expected of class work
- To hand the homework tasks in on time
- To take on board any feedback about homework

Role of Parents

There are many things that parents and carers can do to support their child's learning as well as their social, moral and cultural development. These include making time to talk away from electronic devices, joining sports or other clubs, visiting places of interest, playing games together or going to the local library. All of these activities are valuable to help children's language development (whatever their age) but also help them to develop socially. Activities and tasks set by teachers complement these wider opportunities and the following guidance gives a framework which should be extended and developed, influenced by the interests of the individual pupil. Children should be encouraged to see homework as a

'spring board' to their growing independence as learners and provide opportunity for them to take some responsibility for their own learning.

In addition, the role of parents is:

To support the child in completing homework, but not to do the task for children

To ensure the child completes homework to a standard which reflects the best of their ability and hands it in on time

To provide the appropriate conditions and resources for the child to complete the homework

To contact the class teacher should a problem arise with the completion of the homework

To regularly share the school website with children in order to keep up-to-date with any suggested activities or tasks

To contact the class teacher if additional work is required or preferred at any time.

Feedback on Homework

Completed homework is seen, acknowledged and rewarded by the class teacher as appropriate. If any individual feedback is needed it will be given in focus feedback sessions. Class teachers will praise homework in a variety of different ways. Children may receive: stickers, dojo points, whole class feedback, praise postcards, head teacher's awards or mentions in assembly.

Non-Completion of Homework Tasks

It is expected that homework is completed at home. However, if homework is not completed, teachers will not impose any sanctions but they may try to discuss this with parents.

Year Group Expectations

Progression and expectations of homework develop as a child progresses through the school. It is recommended that sufficient time should be given daily for pupils to focus on some tasks such as reading and learning number bonds or multiplication and division facts. These can be built into daily routines at home, for example, sharing a book as part of a bedtime routine. Some homework tasks may require more time due to the extended and engaging nature of them.

The expectation regarding the amount of time spent completing home learning tasks will increase as children progress through the school.

Over the page is a breakdown of the homework expectations by year group, (please note that details of spelling tests are not listed according to year group but are referred to later in this policy):

After a consultation with staff, parents and pupils in 2022 the following expectations were written.

Reception

Reading - Children will receive reading books to read with an adult and word lists to practise on a weekly basis. Ideally, reading should be completed at least 5 times a week.

Maths - Children should be encouraged to work on their number recognition and basic counting skills. Children should use the One Minute Maths app weekly

Year 1

English -Children will receive reading books to read with an adult. Ideally, reading should be completed at least 5 times a week.

Spelling Shed online activities should be completed at least weekly

Maths -Children should be encouraged to work on their number recognition and basic counting skills. Children should use the One Minute Maths app weekly

Year 2

English - Children will receive reading books to read with an adult or independently, as appropriate. Ideally, reading should be completed at least 5 times a week.

Spelling Shed online activities should be completed at least weekly

Maths - Children should be encouraged to work on their counting skills and basic times table facts (2, 5, 10 times tables)

'Mathletics' online activities should be completed weekly

Year 3

English - Children should be encouraged to read preferably with an adult on a daily basis. Ideally, reading should be completed at least 5 times a week.

Spelling Shed online activities should be completed at least weekly

Maths - Children should be encouraged to work on their times table facts (2, 3, 4, 5, 8, 10 times tables)

'Mathletics' online activities should be completed weekly

Year 4

English - Children should be encouraged to read preferably with an adult on a daily basis. Ideally, reading should be completed at least 5 times a week.

Spelling Shed online activities should be completed at least weekly

Maths - Children should be encouraged to work on their times table facts (2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 times tables)

'Mathletics' online activities should be completed weekly

Year 5

English - Children should be encouraged to read preferably with an adult on a daily basis. Ideally, reading should be completed at least 5 times a week.

Spelling Shed online activities should be completed at least weekly

Maths - Children should be encouraged to work on their times table facts.

'Mathletics' online activities should be completed weekly

Year 6

English - Children should be encouraged to read preferably with an adult on a daily basis. Ideally, reading should be completed at least 5 times a week.

As the children near their SATs work will be set on a SPaG website for children to consolidate their spelling, punctuation and grammar work.

Spelling Shed online activities should be completed at least weekly

Maths - Children should be encouraged to work on their times table facts.

'Mathletics' online activities should be completed weekly

In the Spring term CGP practice books will be sent home for the children to complete.

Additional information:

Spelling

Children in each Year Group (3-6) will receive daily spelling sessions. These sessions will focus on common words as well as spelling rules and patterns. These words will then be set on spelling shed for the children to practise at home. Some children may have different words to learn depending on their individual needs.

EYFS and Year 1, 2 will have daily phonic sessions.

Reading

As reading is such an integral part of any child's education, it is suggested that children are actively encouraged to read frequently whilst at home. Children do not have to always read prescribed books brought home from school. They may wish to read comics, magazines, non-fiction writing – anything appropriate for their age which they can access either independently or with some support from an adult. It is helpful if their reading diary is signed when children have read at home. Our older children may wish to do this themselves.

Reading stories to children, whatever their age is also highly recommended. It is an excellent opportunity for quality time and a way to expand children's vocabulary, develop their imagination, improve concentration. As well as sharing reading together, discussions about what the children are reading are also hugely beneficial in developing comprehension skills.

Times Tables

By the end of Year 4, The National Curriculum states that children should be able to recall their multiplication and division facts for each times table up to 12 x 12. Therefore, it is suggested that children are encouraged to secure their learning of the times tables by practicing at home. There are many ways to consolidate times tables and ensure children can rapidly recall all of the required facts. Songs, chants, rhymes and games are all great ways of engaging children to learn their times tables.

Topic Based Activities

Throughout the school year, children will be set a range of creative projects or 'Talk Tasks' linked to specific topics within different subjects such as: Science, Art, DT, Music, Computing, Geography, RE and History. These will always be detailed at the beginning of each half term, on the year group's web page and children will be encouraged to have a go at these whenever they choose in order to further their understanding of a particular topic.

Development, Monitoring and Review of the Homework Policy

This Homework Policy has been developed in consultation with different members of the school community – including teachers and parents - and will again be reviewed by Governors as the cycle dictates.

SLT will be responsible for monitoring its implementation.